



James Simons Elementary School

2685 Leeds Avenue
North Charleston, SC

Grades	PK-6 Elementary School	
Enrollment	160 Students	
Principal	Quenetta G. White	(843) 724-7763
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Cindy Bohn Coats	843-529-2457

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Good
2012	Average	Good
2011	Average	Good
2010	Below Average	Below Average
2009	At-Risk	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

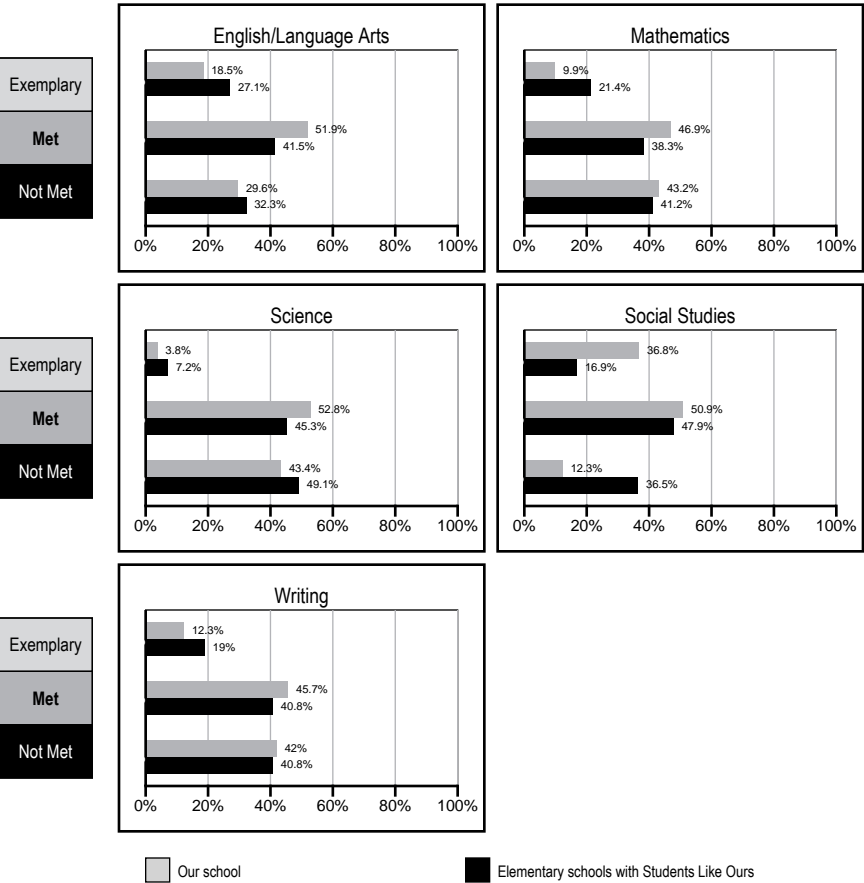
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	9	79	42	15

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=160)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Up from 0.0%	1.1%	0.9%
Attendance rate	95.6%	Down from 96.1%	95.9%	96.3%
Served by gifted and talented program	1.0%	N/A	2.5%	7.2%
With disabilities	9.3%	N/A	13.4%	12.4%
Older than usual for grade	4.1%	N/A	2.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Up from 1.0%	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	36.4%	Down from 37.5%	60.0%	62.5%
Continuing contract teachers	63.6%	Up from 58.3%	74.3%	83.3%
Teachers returning from previous year	83.9%	Down from 88.4%	84.6%	88.3%
Teacher attendance rate	96.7%	Down from 98.9%	94.8%	95.0%
Average teacher salary*	\$41,616	Up 3.4%	\$45,979	\$48,193
Professional development days/teacher	13.0 days	Up from 12.9 days	10.4 days	11.0 days
School				
Principal's years at school	1.0	Down from 4.0	3.5	4.0
Student-teacher ratio in core subjects	13.3 to 1	Down from 14.5 to 1	17.7 to 1	20.1 to 1
Prime instructional time	92.2%	Down from 94.7%	89.5%	90.0%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$13,297	Up 3.0%	\$8,570	\$7,364
Percent of expenditures for instruction**	56.0%	Down from 62.2%	66.5%	68.0%
Percent of expenditures for teacher salaries**	54.0%	Down from 58.3%	64.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

James Simons Elementary School (JSE) is a Title I school located in downtown Charleston, but temporarily housed in North Charleston awaiting the completion of our new school building. We currently serve children pre-kindergarten to grade six, with an enrollment of 225 students. Our staff holds very high standards for themselves as well as each student. They are passionate about teaching and learning and have created a positive, nurturing school environment. Initiatives underway for continued improvement include 21st Century technology enhancements, a rigorous and differentiated curriculum with an emphasis on small, flexible groups designed to meet children at their learning level and accelerate achievement. Additionally, an enriched mathematics curriculum is implemented daily to expand student numeracy knowledge. Specialized instructional intervention continues to ensure student success. Professional development is an integral part of our school week based on a variety of school data.

Students in all grades have increased literacy and numeracy skills as measured by research-based assessment tools. A Response to Intervention Model (RTI) is fully implemented at JSE. The RTI model resulted in an increase in student performance.

Increased student leadership and decision making is in place through Positive Behavior Interventions and Supports (PBIS). The PBIS model is practiced school-wide with student recognition for appropriate choices in and out of school. Our goal for PBIS is to improve immediate behavior as well as to provide students with life skills necessary for positive and productive decision making. Our PBIS model is shared with families to assist with the transition of concepts within the home.

Collaboration with community agencies continues in an effort to provide assistance for specific student and family needs. Parents are provided information and resources to enhance student learning throughout the school year. Communication includes on-going parent sessions, student agenda books, daily homework folder, weekly courier information, monthly calendar of events, newsletters, phone calls, e-mails, report cards, monthly progress reports, notes and conferences. JSE is one of four schools in the Charleston Promise Neighborhood (CPN). The CPN is a nonprofit organization modeled after the highly successful Harlem Children's Zone project and is designed to ensure that every child and family has supports they need to thrive. The goal of CPN is to transform families within a generation. A few of the services provided through CPN include a health clinic, mental health services, and a college culture curriculum.

Continuous effort to increase parental involvement includes vigorously recruiting parents to attend school events, volunteer, and participate in decision-making teams. We believe that community involvement is a vital component of school success and are proud of our committed partners – two universities, several churches, our mayor's office, and four local businesses.

Quenetta G. White, Principal

Pamela Bryant, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	14	5
Percent satisfied with learning environment	83.3%	64.3%	N/A
Percent satisfied with social and physical environment	83.4%	64.3%	N/A
Percent satisfied with school-home relations	66.7%	92.8%	N/A

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	52.8
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

James Simons Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.1%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	638.3	622.6	601.4	659.0	100.0	100.0
Male	630.3	624.8	603.0	661.3	100.0	100.0
Female	N/A	N/A	N/A	N/A	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	638.0	622.5	600.6	659.0	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	637.1	621.6	600.3	656.1	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	31	100	20	43.3	36.7	80
	4	22	100	19	42.9	38.1	81
	5	19	100	22.2	61.1	16.7	77.8
	6	21	100	47.4	31.6	21.1	52.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	22	100	30	40	30	70
	4	29	100	34.5	48.3	17.2	65.5
	5	17	100	35.3	52.9	11.8	64.7
	6	15	100	13.3	73.3	13.3	86.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	31	100	30	50	20	70
	4	22	100	23.8	47.6	28.6	76.2
	5	19	100	27.8	61.1	11.1	72.2
	6	21	100	N/AV	N/AV	N/AV	68.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	22	100	75	20	5	25
	4	29	100	27.6	58.6	13.8	72.4
	5	17	100	41.2	47.1	11.8	58.8
	6	15	100	33.3	60	6.7	66.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	16	100	N/AV	N/AV	N/AV	25
	4	22	100	N/AV	N/AV	N/AV	61.9
	5	10	I/S	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	10	I/S	I/S	I/S	I/S	I/S
	4	29	100	34.5	58.6	6.9	65.5
	5	8	I/S	I/S	I/S	I/S	I/S
	6	7	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	15	100	28.6	35.7	35.7	71.4
	4	22	100	N/AV	N/AV	N/AV	100
	5	9	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	12	100	9.1	63.6	27.3	90.9
	4	29	100	6.9	44.8	48.3	93.1
	5	9	I/S	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	19	100	33.3	38.9	27.8	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	22	100	N/AV	N/AV	N/AV	40
	4	29	100	41.4	41.4	17.2	58.6
	5	17	100	35.3	58.8	5.9	64.7
	6	15	100	26.7	46.7	26.7	73.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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